



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1350 S. Lindsay St., Mesa, AZ 85204

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Tony LaMantia
Schedule : 7:30 AM to 3:45 PM
Grades : Pre-K-6
2004 Enrollment : 695
Web Address : www.mpsaz.org/porter
Phone Number : (480) 472-6700
Fax Number : (480) 472-6698
E-mail : www.tlamanti@mpsaz.org

Mission

We will: maintain a nurturing, student centered learning environment, foster our children's natural love of learning, appreciate the uniqueness, abilities and talents of each student, lead students to be responsible citizens of good character.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Improve scores on Standard Master Testing, AIMS and Stanford 9 Achievement Tests. Provide supportive and additional instructional services for students who need additional assistance academically, emotionally and socially on an individual basis.
- ü Recognize and support students for outstanding achievement in all academic, artistic, physical and social areas of their educational experiences, while keeping parents actively involved in their child's education.
- ü Promote and maintain a safe environment where students feel free of bullying and of any threatening conditions.

Enrollment

October 1, 2003 School Year Student Enrollment : 729
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 112

Instructional Programs

- ü Computer Technology Program
- ü Orchestra/Band 4-6
- ü Gifted Program 3-6
- ü Integrated Lessons
- ü Effective Schools Model
- ü Conscious Discipline
- ü Anti-Bullying (Friendship) Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To keep parents informed of academic progress/methods for increasing their child's academic performance. Provide opportunities for high level/active parent participation. Encourage parents to use our 'open-school-door' model.

Parents

Promote good attendance and punctuality. Assist with homework. Support our school rules. Actively participate in their child's school life. Be a positive role model for their child. Work closely with the classroom teacher. Model good citizenship.

Transportation Policy

Busing is provided for all students living east of Lindsay and within our attendance area. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Pupil Personnel Support Award	1995
ü State Services Outstanding Teacher	1997
ü Effective Schools League Member	2004
ü Numerous Community Service Projects and Accomplishments	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	5651	75509	98	98	100	513	532	521	10	9	13	31	19	23	33	33	33	25	39	31
All Students (Prior Year)	88	5599	75372	100	98	100	537	536	523	4	5	9	20	18	25	37	38	36	39	39	30
Female	47	2784	37013	98	98	100	514	534	522	11	9	12	24	19	24	44	34	33	20	39	31
Male	61	2859	38430	98	98	99	513	531	521	10	10	14	37	19	22	25	32	33	28	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	27	1862	30486	100	99	99	501	515	505	8	13	18	46	25	29	29	35	32	17	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	73	3216	35192	96	98	99	521	544	534	12	6	8	21	15	19	37	32	35	30	46	39
Students with Disabilities	11	599	9708	100	100	100	472	484	489	36	35	32	27	28	27	36	21	24	0	15	17
Students without Disabilities	97	5052	65801	98	98	98	518	537	525	7	7	11	32	18	23	33	34	34	28	41	33
Limited English Proficient Students	NC	1053	16928	NC	100	100	NC	506	485	NC	17	29	NC	27	33	NC	33	26	NC	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	57	2909	36411				501	514	503	11	14	19	41	24	29	30	34	32	19	27	20
Non-Economically Disadvantaged	51	2742	39040				527	550	534	10	5	8	22	14	19	37	32	34	31	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	5641	75492	98	98	100	518	522	519	10	11	12	24	14	16	46	48	47	21	27	24
All Students (Prior Year)	89	5584	75221	100	98	100	524	528	523	7	5	8	10	12	16	64	59	56	19	23	21
Female	47	2785	37014	98	98	100	520	526	523	11	9	10	20	13	15	47	49	48	22	29	27
Male	61	2850	38400	98	98	99	516	518	516	9	13	14	27	16	17	45	48	47	20	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	27	1851	30438	100	98	99	505	509	508	13	17	17	30	20	21	52	49	47	4	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	73	3215	35177	96	98	99	524	530	528	10	7	8	20	11	13	42	48	49	28	34	31
Students with Disabilities	11	589	9707	100	98	100	505	487	495	0	43	33	43	18	21	57	30	33	0	9	13
Students without Disabilities	97	5052	65785	98	98	98	519	525	522	11	7	10	22	14	16	45	50	49	22	28	26
Limited English Proficient Students	NC	1047	16905	NC	100	100	NC	499	489	NC	25	34	NC	24	28	NC	40	32	NC	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	57	2904	36302				513	510	507	6	16	18	35	19	21	47	49	46	12	15	14
Non-Economically Disadvantaged	51	2737	39164				523	534	528	14	5	8	12	10	13	44	48	48	30	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	5611	75053	98	98	99	555	578	597	12	10	7	14	14	12	70	68	72	3	7	9
All Students (Prior Year)	88	5503	73654	100	97	99	528	530	530	9	7	9	9	12	13	80	77	70	3	5	7
Female	47	2774	36872	98	98	99	583	604	621	7	6	5	13	11	9	78	73	74	2	10	12
Male	61	2831	38109	98	97	99	534	552	573	17	14	10	15	17	14	65	64	69	3	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	27	1847	30235	100	98	98	535	541	575	13	14	9	8	17	14	79	66	70	0	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	73	3193	35028	96	97	99	567	599	613	12	8	6	14	12	10	70	70	73	4	10	11
Students with Disabilities	11	588	9625	100	98	100	475	489	530	55	33	21	9	23	21	36	42	55	0	2	4
Students without Disabilities	97	5023	65428	98	98	98	564	587	604	7	8	6	15	13	11	74	71	73	3	8	10
Limited English Proficient Students	NC	1044	16765	NC	100	100	NC	524	525	NC	16	17	NC	20	20	NC	63	60	NC	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	57	2890	36077				544	542	566	17	14	10	15	17	16	67	65	69	2	3	5
Non-Economically Disadvantaged	51	2721	38950				567	613	618	8	6	5	14	11	9	75	71	73	4	12	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	5809	76019	99	99	100	498	514	499	15	9	14	41	34	39	15	13	14	30	44	33
All Students (Prior Year)	103	5726	76230	97	98	100	516	517	498	1	6	12	33	31	38	19	13	12	47	50	37
Female	40	2821	37207	95	99	100	523	514	499	5	8	12	31	35	41	15	13	14	49	44	33
Male	61	2979	38677	100	99	100	481	515	498	21	11	15	47	32	38	14	13	13	18	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	23	1790	29458	100	99	100	461	490	480	32	15	20	42	48	48	21	11	12	5	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	63	3386	35880	98	98	100	513	529	515	6	5	7	42	26	32	13	14	16	39	55	45
Students with Disabilities	25	619	9786	100	100	100	430	460	457	55	40	39	45	39	40	0	7	7	0	14	13
Students without Disabilities	76	5190	66233	96	98	99	519	519	503	3	6	11	39	33	39	19	14	14	39	47	35
Limited English Proficient Students	NC	972	15206	NC	100	100	NC	477	459	NC	20	31	NC	53	53	NC	10	7	NC	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	48	2753	35714				481	493	480	18	15	20	49	44	47	20	12	12	13	29	20
Non-Economically Disadvantaged	53	3056	40266				514	531	513	12	5	9	33	25	33	10	14	15	45	56	43

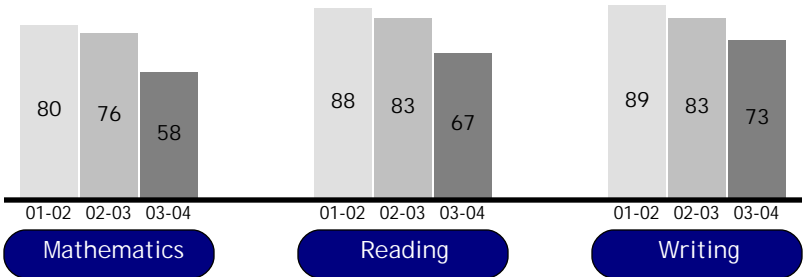
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	5803	76020	99	99	100	509	507	503	17	20	25	23	22	23	37	43	40	23	16	12
All Students (Prior Year)	103	5721	76202	97	98	100	509	510	505	8	11	19	19	21	24	63	53	46	10	14	11
Female	40	2820	37213	95	99	100	516	508	504	11	17	22	16	21	23	46	46	42	27	16	13
Male	61	2973	38666	100	99	100	502	505	501	22	22	29	29	22	22	29	41	38	20	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	23	1784	29442	100	99	99	496	496	494	25	33	37	25	26	26	50	34	31	0	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	63	3386	35890	98	98	100	513	513	511	13	12	15	19	19	20	39	48	48	30	21	18
Students with Disabilities	25	617	9784	100	100	100	502	487	485	25	57	58	25	18	19	25	19	19	25	6	4
Students without Disabilities	76	5186	66236	96	98	99	509	509	504	16	16	23	23	22	23	38	45	42	23	17	13
Limited English Proficient Students	NC	967	15198	NC	100	100	NC	490	483	NC	43	59	NC	28	25	NC	25	14	NC	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	48	2745	35703				498	497	494	26	31	37	31	26	26	33	36	31	10	8	6
Non-Economically Disadvantaged	53	3058	40274				519	514	509	8	11	17	15	18	20	41	49	47	36	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	5771	75673	99	98	100	508	530	530	27	15	12	18	25	25	53	56	58	2	5	4
All Students (Prior Year)	101	5622	74692	95	96	99	513	510	502	10	12	18	26	26	27	53	53	47	12	9	8
Female	40	2805	37099	95	98	100	570	549	548	8	10	8	15	22	22	72	62	64	5	6	6
Male	61	2956	38441	100	98	99	466	511	513	40	19	16	19	27	29	40	50	52	0	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	23	1776	29305	100	99	99	478	495	507	47	21	16	0	33	31	53	44	51	0	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	63	3366	35760	98	98	99	525	549	550	21	11	9	19	20	21	56	62	64	3	7	6
Students with Disabilities	25	605	9706	100	100	100	390	444	462	77	48	36	14	24	32	9	25	31	0	2	1
Students without Disabilities	76	5166	65967	96	98	99	544	537	536	12	12	10	19	25	25	66	59	60	3	5	5
Limited English Proficient Students	NC	961	15115	NC	100	100	NC	475	471	NC	28	26	NC	38	38	NC	34	35	NC	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	48	2731	35541				479	500	504	31	20	17	24	31	31	44	47	50	0	2	2
Non-Economically Disadvantaged	53	3040	40091				534	553	550	24	10	9	12	19	21	61	63	64	4	7	6

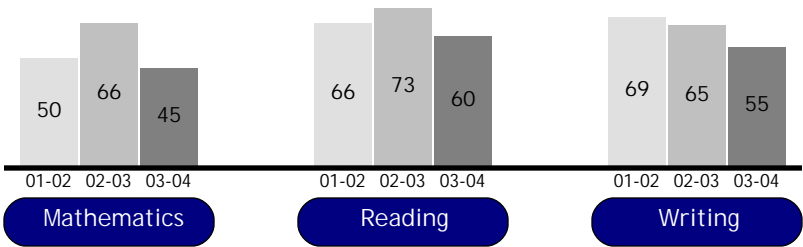
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	46	51	44	98	60	61	50	96	57	NA	58
	Language	96	37	42	39	98	48	49	43	99	45	53	50
	Mathematics	97	49	57	52	96	70	67	57	100	66	71	64
3	Reading	97	59	50	43	96	52	57	47	93	60	NA	55
	Language	95	61	53	50	99	53	61	54	95	56	63	61
	Mathematics	96	65	55	50	95	55	64	54	94	57	66	61
4	Reading	99	51	51	47	96	71	62	52	96	60	NA	56
	Language	99	43	47	45	96	61	54	48	97	54	55	52
	Mathematics	96	65	59	52	94	78	68	57	97	59	68	61
5	Reading	99	55	51	46	92	67	59	50	100	67	NA	55
	Language	98	42	45	43	96	60	53	46	100	55	55	49
	Mathematics	99	65	63	54	93	77	68	57	100	76	71	63
6	Reading	98	53	56	49	96	64	62	53	95	65	NA	56
	Language	98	44	47	42	98	50	53	45	95	55	55	48
	Mathematics	97	65	71	58	99	71	75	62	96	77	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Porter Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Parent/Educator Relations
- ü Curriculum Development
- ü Instructional Strategies
- ü School Safety Issues
- ü 301 and Title Funding Approval
- ü School/Business Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	39.50
Other Professional Staff	3.50	Teacher Aide	11.36

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	0	0
4 to 6 years	5	5	0	0
7 to 9 years	2	4	0	0
10 or more years	2	14	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	36
Core academic classes taught by Highly Qualified (NCLB) teachers.	3
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Computer Lab/School Web Page
- ü Computerized Classrooms & Media Center
- ü Video Studio
- ü Multi Purpose Room wih Sound/ Video Equ.

Extracurricular Activities

- ü Student Government
- ü Sports Programs
- ü Student Dially News Program
- ü Battle of the Books
- ü Chess Club
- ü Student Mentoring Program

Social Services

- ü Breakfast and Lunch Program
- ü Health Services
- ü Community/Parent Classes
- ü Crisis Intervention/Counseling Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Continue to improve and achieve mid-range achievement scores on both state and district testing. Integrate the Effective Schools Philosophy and Conscious Discipline and Differentiated approaches to instruction through out our education environment.
- ü The development and implementation of highly positive and visible Character Education and a schoolwide Behavior Management Program. Implement Conscious Discipline. Provide students with a variety of service learning opportunities.
- ü Provide state of the art technology to our students.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	4	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	95	98	98	94
Retention Rate ⁹	4	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	68	45
Grades 3-4	77	72
Grades 4-5	63	72
Grades 5-6	73	78

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a detailed schoolwide Crisis Plan for a variety of emergency situations: cooperation with local police, fire and District security. Routine practices and fire evacuation/crisis drills. Each year we select one specific type of school emergency and run a very detailed practice drill. We have a School Safety Committee that meets monthly and reviews building, student and staff safety issues.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

6

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Mr. Tony LaMantia	(480) 472-6700
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Mrs. Geri Standley	(480) 472-6700
School Nutrition Programs	Food & Nutrition	(480) 472-0908
Parent Organization	Mr. Tony LaMantia	(480) 472-6700
Student Health/Nurse	Mrs. Tricia Russell	(480) 472-6700

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.